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ABSTRACT

This report presents information for implementing teacher evaluation. The first section explains that the purpose of teacher evaluation is to recognize quality teaching, improve teacher performance and instruction, identify and assist teachers having difficulty, and identify incompetent teaching. Subsequent sections discuss the positive outcomes of quality teacher evaluation; types of evaluation (formative and summative); performance expectations; the professional growth process form; methods and assessments used by teachers in a formative plan; the pre-observation conference; the observation plan; the probationary teacher evaluation form; just cause for termination; legal issues for tenured teachers needing assistance; progressive discipline; an individual growth plan and what should be included in it; remediation; standards for determining incompetence; criteria for dismissal; suggested documentation system; financial aspects of dismissal; and questions and answers. Suggested resources are included. (SM)

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Ensuring Student Success through Teacher Evaluation

presented by:

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Lake Orion Community Schools

Lake Orion, Michigan

SP038265

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Ensuring Student Success

through Teacher Evaluation

presented by:

Gloria Rossi and Bev Tepper
Lake Orion Community Schools
Lake Orion, Michigan

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Ensuring Student Success through Teacher Evaluation

Table of Contents

I.	Purpose	Section 1
II.	Positive Outcomes	Section 2
III.	Types of Evaluation	Section 3
IV.	Flow Chart	Section 4
V.	Performance Expectations	Section 5-6-7
VI.	Professional Growth Process Form	Section 8
VII.	Methods and Assessments - Formative Plan	Section 9
VIII.	Quote	Section 10
IX.	Summary of Steps for non-tenured teachers	Section 11
X.	Pre-observation Conference	Section 12
XI.	Observation Plan	Section 13
XII.	Probationary Teacher Evaluation Form	Section 14
XIII.	"Just Cause"	Section 15
XIV.	Legal Issues	Section 16
XV.	Progressive discipline	Section 17
XVI.	Individual Growth Plan (I.G.P.)	Section 18
XVII.	Included in I.G.P.	Section 19
XVIII.	Remediation	Section 20
XIX.	Standards for determining incompetence	Section 21
XX.	Criteria for dismissal	Section 22
XXI.	Suggested Documentation System	Section 23
XXII.	Financial Aspect of dismissal	Section 24
XXIII.	Questions and Answers	Section 25

The purpose of teacher evaluation is to:

- recognize quality teaching
- improve teacher performance and instruction
- identify and assist teachers having difficulty
- identify incompetent teaching

Positive outcomes of quality teacher evaluation:

- raises staff morale
- increases risk-taking
- promotes teacher collegiality
- improves student performance

Types of Teacher Evaluation:

- **Formative:** Teacher takes ownership of their professional growth

- **Summative:** Administration driven approach to the evaluation process

Model Dual-Purpose Teacher Evaluation System

Beginning and New Teachers

Summative review by supervisor; mentoring required; IDP required

Success:
Tenured Teachers

Formative:

Peer review

Created and controlled by teachers

Fosters individual teacher growth

Continues every 3 years

Language is in place which enables a supervisor to require a teacher to return to the summative track if needed

Success:

Failure:

Remediation (IDP) or (IGP)

Summative:

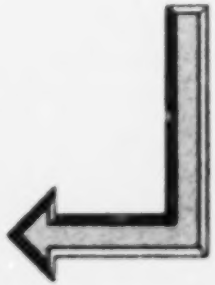
Summative review by supervisor or agent of district

Created and controlled by the district

Purpose is to evaluate quality of teaching and maintain acceptable standards of teaching district-wide

Below Standard:

- Remain on summative review annually
- Formative system may be offered to support remediation



Performance Expectations...

- Time
- Classroom environment
- Preparation
- Classroom behavior
- Effective program of instruction

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PERFORMANCE EXPECTATIONS

An integral part of both tenured and non-tenured teacher evaluation is the appraisal by the administration of the teacher's ability to meet performance expectations. As appropriate to the various jobs and duties performed by the teaching staff, the performance expectations include, but may not necessarily be limited to, the following:

1. Meets and instructs students at designated locations and times.
2. Develops and maintains a classroom environment commensurate with the teacher's style, norms of the building program, appropriate to the classroom activity and within the limits of the resources provided by the district.
3. Prepares for assigned classes and shows evidence of preparation and implementation on request of the administration.
4. Encourages students to set and maintain acceptable standards of classroom behavior.
5. Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but is not limited to:
   A. Review of previously taught material as needed
   B. Presentation of new material
   C. Use of a variety of teaching materials and techniques
   D. Evaluation of student progress on a regular basis
6. Correlates instructional objectives with philosophy, goals, objectives, and outcomes of the district.
7. Takes all necessary, reasonable precautions to protect students, equipment, materials and facilities.
8. Maintains records as required by administrative directive, school district policy, and State Law.
9. Assists in upholding and enforcing school rules.
10. Makes provisions for being available to students and parents for education-related purposes during preparation period and during duty time before and after school.
11. Attends and engages in faculty, department, and district meetings within the limits of The Master Agreement.
12. Establishes and maintains a cooperative professional relationship with other members of the staff.
13. Assists in the selection of books, equipment, and other instructional materials.
14. Develops and maintains open lines of communication with students, parents, and colleagues concerning the academic and behavioral progress of students.
15. Performs related duties assigned by the administration in accordance with school district policy and the Master Agreement.

Performance Expectations...

- District Objectives
- Safety
- Record Keeping
- School Rules
- Availability to students and parents
- Attends meetings

Performance Expectations...

- Cooperative professional staff relationships
- Instructional materials
- Open lines of communication
- Treating students, parents and staff with respect
- Team player
- Additional related duties

Professional Growth Process form

- The Process begins
- Pre-Conference Planning Sheet
- Evaluation Goal Setting Process
- Evaluation Journal
- Final Appraisal Report

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PROFESSIONAL GROWTH PROCESS

THE PROCESS BEGINS . . .

1. Teacher Identifies Potential Goals - Teacher completes a Pre-Conference Planning Sheet

2. Conference is Scheduled between Teacher and Administrator

3. Conference
   A. Administrator and teacher agree on acceptable goals
   B. Strategies for accomplishing goals and administrative support are identified
   C. Method(s) of measurement are determined
   D. Professional Growth Conference Agreement is completed (one per goal)

4. Teacher and Administrator determine and schedule the frequency of contact timeline

5. Journal - Teacher **and** administrator keep a journal recording interactions, problems, concerns, activities, time involvement, etc. The journal entries provide a historic chronology of activities and reflections of each person's work with one another. Ideally, entries will be reviewed in discussions between teacher and administrator.

6. Final Appraisal Conference - Teacher **and** administrator complete the "Final Appraisal" form and sign it to indicate participation in the process.

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PRE-CONFERENCE PLANNING SHEET

use as a worksheet - not a final document

These are "examples" of goal areas. Teachers are not limited to or compelled to use any or all of these areas.

List goal(s) you might want to work on during this process. These will be discussed during the conference with the administrator and specific goal(s) will be identified.

TEACHING GOALS: Goals built around teacher behaviors directly related to student outcomes.

LEARNER GOALS: Goals related to solving a specific learning activity or improving a student deficit.

PROGRAM GOALS: Goals that relate to curriculum area, course outlines, material selection, etc.

ORGANIZATIONAL or ADMINISTRATIVE GOALS: Goals that deal with specific administrative criteria such as listed in the "Performance Expectations".

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GUIDELINES -- PROFESSIONAL GROWTH PROCESS

The Evaluation Goal-Setting Process is designed to assist and promote improvement in the teaching abilities of the instructor. It is an on-going process as includes coaching and counseling. All assessments, conclusions, and recommendations for improvement are based upon direct observations and full knowledge of the teacher, with the observer recording or scripting as the teaching takes place.

PROCESS

1. The administrator shall notify the teacher by letter that he/she will begin the evaluation goal-setting process this year. The letter will also include an invitation to meet with the administrator to discuss the evaluation process at a mutually agreed upon time and place.
2. Teachers are responsible to meet Performance Expectations as outlined in this document.
3. The teacher is responsible to complete the "Pre-Conference Planning Sheet" prior to the meeting with the Principal or Supervisor.
4. The teacher shall establish, and the administrator shall support, acceptable goals, strategies, methods of measurement, and a completion timeline.
5. The teacher and administrator shall mutually establish a schedule for discussing progress. Informal contracts may be held as often as agreed, however, at least one formal experience shall be mutually agreed upon and scheduled.
6. For some goals, an essential part of the process may be that the administrator will spend formal and/or informal observation time in the teacher's classroom(s). This time will be prearranged, discussed, and mutually agreed upon by the teacher and administrator.
7. The teacher and administrator shall each keep a journal that records the interactions, meeting agendas, concerns, celebrations, activities, time involvement, etc. Ideally, some journal entries will be reviewed in discussions with teacher and administrator.
8. At the end of the established timeline, a "Final Appraisal" meeting shall be held and the form completed by administrator and teacher collaboration. Both the administrator and teacher must sign this form indicating participation in the process.

- This is designed to be an ongoing process where goals are established and realized, and new goals are set and the process continues to assist teachers' growth. The process must be formally initiated for each teacher every three years.
- A teacher may be placed on an "Individual Growth Plan" (IGP) at any time if the administrator has documented a need.

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ANNUAL GOAL SHEET

Teacher's Name: _____ Date: _____

Position: _____

My **goals** for the 19__- __ school year are:

1. _____

_____

2. _____

_____

The **strategies** in which I will achieve my goals: (continue on back if necessary)

Goal 1:	**Timeline**	**Goal 2:**	**Timeline**
1.		1.	
2.		2.	
3.		3.	
4.		4.	

The **assessment** for my goals will be: (how I successfully achieved my goals)

Goal 1: **Goal 2:**

Teacher's Signature: _____ Date: _____

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PROFESSIONAL GROWTH CONFERENCE AGREEMENT

use one sheet for each goal

This form is to be completed by the teacher and administrator during the first meeting.

TEACHER: _____

ADMINISTRATOR: _____

SCHOOL BUILDING: _____

GRADE / SUBJECT: _____ DATE: _____

PERFORMANCE GOAL:

STRATEGIES FOR ACHIEVING GOAL:

METHOD(S) FOR MEASURING GOAL:

ADMIINISTRATIVE SUPPORT STRATEGY:

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JOURNAL

Both the teacher and administrator, during the process, should complete this form.

Recorded by: _____ Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

++

INTERACTION / ACTIVITY:

PURPOSE:

OUTCOME:

How much time was involved?

What concerns were identified, if any?

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PROFESSIONAL GROWTH PROCESS
FINAL APPRAISAL REPORT

This form is to be completed by the teacher and administrator at the final meeting of the process.

TEACHER: _____

ADMINISTRATOR: _____

SCHOOL BUILDING: _____

GRADE / SUBJECT: _____ DATE: _____

++

SUMMARY OF THE PROCESS:

GENERAL FOLLOW-UP RECOMMENDATIONS:

REMARKS BY THE TEACHER:

REMARKS BY THE ADMINISTRATOR:

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Signatures only indicate participation in the process.

Methods and Assessments used by teachers in formative plan...

- journals and portfolios
- video tapes /observations by colleagues
- student achievement results
- observation of colleague successful in goal area
- student/parent survey/ questionnaire
- participation in workshops

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METHODS AND ASSESSMENTS
USED BY TEACHERS IN FORMATIVE PLAN
possible means for determining goal achievement

I. observation(s)
- formal observation - by administrator
- observations by colleagues
- observations of colleagues
- audio / video taped sessions for self-assessment

II. journals and portfolios
- by teacher
- by student(s)

III. document / artifact collection
- lesson plans
- tapes (audio / video)

IV. student performance / assessments
- festivals / performances
- student achievement results
- student evaluations

V. surveys / questionnaires
- teacher
- student
- parent

VI. participation in workshops / in-services

Quote...

- **"It is unfortunate but true that there are a substantial number of administrators who simply do not have the professional courage, or do not want to take the trouble, or who do not know how, to document charges that would lead to justified dismissal of the poor teacher. In such cases, it is very true that tenure laws protect and preserve weak and inept administrative practices, not just weak and inept teachers."**

Teacher Tenure: Yes / No / The Problem

American Association of School Administrators

BEST COPY AVAILABLE

Summary of steps for non-tenured teachers:

- I. Individualized Development Plan (IDP) - Goal Sheet
  - Curriculum/Instructional Strategy Goal
  - Learning Environment Goal
  - Parent Communication and Involvement Goal
  - Professional Development Goal
- II. IDP - Assessment Form

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PROBATIONARY TEACHER PERFORMANCE EVALUATION

SUMMARY OF EVALUATION STEPS

1. Mentor teacher assigned by the administrator (from a pool mutually agreed upon by the Administration and Association).

2. The administrator notifies the probationary teacher that he/she will be observed at least three times the first two years and at least twice the last two years. These evaluations will normally be at least 60 days apart (unless a shorter timeline is mutually agreed upon in writing).
   A. administrator arranges a meeting with the probationary teacher and mentor
   B. the mentor's responsibilities shall be discussed

3. The probationary teacher attends the meeting being prepared to discuss:
   A. individual goals for the year (developed one time at the beginning of the year)
   B. instructional goals relating to specific course outcomes
   C. appropriate dates and times for observation purposes

4. The probationary teacher submits the observation plan to the administrator.

5. The administrator observes the probationary teacher.

6. The administrator schedules a conference with the probationary teacher for an observation follow-up at which:
   A. the lesson is analyzed
   B. the observation write-up is discussed

7. The probationary teacher is expected to adhere to the district's performance expectations. These will be reflected in the administrator's observations and evaluations.

8. Continued evaluations and conferences are held as required by law and/or contract.

9. The probationary teacher shall keep a journal and an artifact collection, handouts, tests, projects, etc. These items will be regularly reviewed by the administrator and teacher during the observation conferences.

Individual Development Plan

Teacher's Name _____ **Date** _____

Probationary Year: _____ 1 _____ 2 _____ 3 _____ 4

GOAL 1: To develop and demonstrate instructional delivery skills that provide student success (see attached listing of core expectations).

Purpose of Goal: Assure a successful academic year for the students and for the teacher.

Teacher Plan:

- provide daily lessons that involve students in the instruction so that they will achieve the outcomes for the course being taught
- make clear the teaching objectives for each day (what skill or knowledge the learner is expected to master)
- make clear the purpose of this new skill or knowledge (where this information fits in the overall scheme of things, life goal, professional/vocational goal, etc.)
- check throughout the lesson that students are clearly understanding what is being taught
- re-teach daily if necessary for understanding
- monitor test results - evaluate the failure rate regularly
- include multi-evaluative assessment strategies

Administrative Support:

- provide examples as needed for each item on the plan
- seek out a tenure coach to be of help, as necessary
- be available as a sounding board to talk through concerns
- provide reasonable assistance as requested by the teacher

Monitoring: The administrator will provide a minimum of two/three observations per year.

GOAL 2: To demonstrate sound classroom management that is conducive to learning (see attached listing of core expectations).

Purpose of Goal: Create a positive atmosphere in which students can learn.

Teacher Plan:

- have 3-5 rules that are known by students and posted
- have consequences - both penalties and rewards
- maintain a professional appearance daily
- greet students daily - notice them as individuals
- have your classroom look like a good place to learn
- move around the room - create a positive - yet controlled - environment by your position in relationship to students

Administrative Support:

- provide examples of appropriate dress
- talk about what a classroom should look like for students
- share with the teacher how much "knowing" students helps in their success
- provide records and any student information you need to know your students

Administrative Support (continued):

- provide custodial support for room cleanliness and other physical needs
- provide reasonable assistance as requested by the teacher

Monitoring: The administrator will provide a minimum of two/three observations per year.

GOAL 3: To communicate to students clear expectations for their success (see attached listing of core expectations).

Teacher Plan:

- communicate class requirements
- communicate the importance of behavioral expectations to student academic success
- communicate grading procedures
- give students deadlines that are known in advance
- evaluate carefully that ALL students will be able to meet the class expectations

Administrative Support:

- be available to discuss expectations with the teacher
- provide building grading expectations (ex. - one grade for week, weight of final exams, etc.)
- provide building discipline plan - what is acceptable behavior in the classroom/building
- provide insights as to what the students success rate should be in an academic class
- provide reasonable assistance as requested by the teacher

Monitoring: The administrator will provide a minimum of two/three observations per year.

GOAL 4: To ensure identification of professional development opportunities designed to assist a teacher in meeting IDP goals.

Purpose of Goal: Monitor professional development activities of the teacher and recommend such activities as needed.

Teacher Plan:

- work with an assigned mentor to develop an IDP (Applies only to new teachers assigned a mentor under the Mentor Guidelines)
- attend at least 15 days of professional development training over three years (applies only to new teachers assigned a mentor under the Mentor Guidelines)
- contribute suggestions as to what would help you grow in the teaching profession
- discuss with the mentor and/or principal what you have learned after attendance at a training in-service

Administrative Support:

- provide information regarding in-service opportunities
- be available to discuss professional development opportunities
- provide reasonable assistance as requested by the teacher

Monitoring: The administrator will provide a minimum of two/three observations per year.

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Pre-observation Conference

- Goal setting

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GOAL-SETTING CONFERENCE
(For discussion purposes only)

Teacher _____School _____

Subject / Grade _____Administrator _____

Experience _____Date_____

To be completed by the teacher prior to conferencing:

1. In the performance of my job to date, I feel I have been successful in the area(s) of:
   _____
   _____
   _____
   _____

2. I need to improve:
   _____
   _____
   _____
   _____
   _____

3. Job-related goal(s) I would like to accomplish this year are:
   _____
   _____
   _____
   _____

_____ _____
Teacher's Signature Date

_____ _____
Administrator's Signature Date

Observation Plan

- lesson plan for observation

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OBSERVATION PLAN

This plan is to be completed by the teacher and issued to the administrator at least one day prior to the observation. It is designed to assist both the teacher and the administrator in making the observation more meaningful and productive.

Instructor_____Administrator_____
Class_____ Times_____ /_____ Date_____

1. Lesson to be observed (subject, text, pages, etc.)

_____

2. Targeted outcome(s)

_____

3. Instructional methods (lecture, group participation, etc.)

_____

4. Materials to be used (text, workbook, worksheets, A.V. equipment, etc.)

_____

5. Plan for determining attainment of targeted skills, objectives, concepts, outcome(s).

_____

OPTIONAL:

6. What particular teaching behaviors do you want monitored?

_____

7. What special characteristics of specific students do you want noted?

_____

8. What additional factors would you like the observer to specifically note?

_____

Probationary Teacher Evaluation Form

- Part I- Preparation
- Part II- Action-Classroom Observation
- Part III-Evaluation Narrative-Discuss in conference

OBSERVATION FORM

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Teacher _____ School _____

Subject/Grade _____

Date of Observation _____ Length of Observation _____

Observer _____

Part I
Preparation

EXPECTED OUTCOMES:

1. Are clear, specific, measurable
2. Have meaning for students
3. Are appropriately organized
4. Are planned and organized for individual learners or groups of learners.

COMMENTS: _____

LEARNING EXPERIENCES:

1. Serves outcomes
2. Consider available resources
3. Individuals taken into account

COMMENTS: _____

CONTENT:

1. Is organized
2. Is appropriate
3. Stimulates inquiry

COMMENTS: _____

EVALUATION:

1. Is related to objectives
2. Provides for diagnosis of teaching and learning
3. Formal and informal techniques

COMMENTS: _____

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Part II

Action

(Observed in Classroom)

INSTRUCTIONAL METHODS:

1. Provides appropriate introductions, demonstrations, illustrations, and learning experiences
2. Develops, summarizes and reinforces
3. Motivates students
4. Paced appropriately to needs of students

NOTES/COMMENTS: _____

TEACHER MATERIALS:

1. Are current, appropriate and organized
2. Are varied
3. Support the outcomes

NOTES/COMMENTS: _____

STUDENT INVOLVEMENT:

1. Is balanced with teacher direction
2. Encourages inquiry and/or exchange of ideas
3. Involves students in the learning process
4. Initiates questions, curiosity and interest
5. Helps students direct their learning

NOTES/COMMENTS: _____

ATMOSPHERE FOR LEARNING:

1. Maintains reasonable control
2. Understands pupil behavior
3. Provides support and encouragement
4. Considers physical factors

NOTES/COMMENTS: _____

Teacher's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Part III

EVALUATION

(Discuss in Conference)

INTERPRETATION:

1. Of progress toward Part I objectives.

2. Of progress toward Part II techniques.

"Just Cause"

- **Job standards must be:**
  - **reasonable**
  - **attainable**
  - **clearly communicated to the employee**
- **Employee must be offered opportunity to be trained**
- **Evaluation process must be conducted properly and objectively**
- **Evaluators must be trained and competent to make said evaluation**
- **Letter and spirit of the contract regarding procedural requirements must be carried out**

JUST CAUSE

Arbitration standards to determine "Just Cause" for termination:

1. Job standards must be:
   - Reasonable
   - Attainable
   - Clearly communicated to the employee (preferably in writing)
   - Applied consistently and uniformly

2. Employee must be offered opportunity to be trained to meet given standards.

3. Evaluation process must be conducted properly and objectively.

4. Evaluators must be trained and competent to make said evaluation.

5. Letter and spirit of the contract regarding procedural requirements must be carried out (time limits, notifications, representations, etc.)

REASONABLE AND JUST CAUSE

- Was employee forewarned of possible consequences of behavior or conduct?
- Was rule or order in question related to orderly, efficient, and safe operation of business?
- Prior to administering discipline, did employer make an effort to discover whether employee did in fact, violate or disobey rule or order?
- Was investigation conducted fairly and objectively?
- Did employer obtain sufficient evidence or proof that employee was guilty as charged?
- Have rules, orders and penalties been handled fairly and equitably without discrimination?
- Was degree of discipline related to seriousness of offense and employee's record?

Legal Issues-for Tenured Teachers needing assistance

- Know your contracts
- Time Line-School Calendar
- Know your attorney
- Know your state laws
- Meeting deadlines

Progressive discipline...

- Verbal Warning
  - Pre-meeting checklist
  - Post-meeting checklist
- Written Reprimand
  - Pre-meeting checklist
  - Post-meeting checklist
  - Sample conference Summary Memo

HOW TO CONDUCT A PROGRESSIVE DISCIPLINE VERBAL WARNING

Pre-Meeting Checklist

1. Conduct a thorough investigation of the situation or incident.
2. Decide if concern is a result of a deficiency in knowledge or a deficiency in execution.
3. Review file for any documentation of previous coaching sessions or informal discussions.
4. Complete the pre-meeting checklist.
5. Request the employee meet in your office or other private, distraction-free location.

Meeting Checklist

1. Describe the specific problem in terms of actual and desired performance.
2. Give the employee a chance to respond and explain. Listen to what they have to say.
3. Remind the employee of any previous coaching sessions or informal discussions.
4. Describe for the employee the specific change in performance you expect.
5. Gain the employee's agreement to solve the problem.
6. Indicate your confidence in their ability to perform properly in the future.

Post-Meeting Checklist

1. Document the discussion using the post-meeting checklist.
2. Write a memo summarizing the discussion and the need for change. (Use post-meeting checklist as a guide.) Depending upon level of concern, add "cc: Personnel File" to the bottom of the memo(s).
3. Follow up to make certain the problem is corrected.
4. Reinforce performance improvement.

HOW TO CONDUCT A WRITTEN REPRIMAND

Follow same steps as Verbal Warning, but add:

- Share your concerns with your personnel director.
- Recommend a union representative attend at this point.
- Refer to the employee's failure to correct the problem.
- Spend more time outlining the specific things the employee will do to correct the problem.
- Define administrative support which will be provided.

PRE-MEETING CHECKLIST

Teacher: _____ Administrator: _____

Date of Occurrence: _____

Type of problem: Attendance _____ Performance _____ Behavior/Conduct _____
Purpose of meeting: Coaching Session _____ Formal disciplinary action _____

Date(s) of previous discussions:

_____
_____
_____
_____

Actual performance:

_____
_____
_____
_____

Desired performance:

_____
_____
_____
_____

Impact on students and staff:

_____
_____
_____
_____

Consequences:

_____
_____
_____
_____

PRE-MEETING CHECKLIST

Employee Name: Mrs. Miller **Administrator:** Gloria Rossi

Date of Occurrence: 3-12-98

Type of problem:
Attendance _____ **Performance** XX **Behavior/Conduct** _____

Dates of previous discussions: September 9, 1997 & February 24, 1998

Actual Performance: Mrs. Miller was observed by me yelling at her class on March 12, 1998 at 9:45 a.m. telling them to "Shut up!" Students were out of their seats and paper airplanes were flying.

Desired Performance: Mrs. Miller will maintain student discipline by managing the class without raising her voice or yelling.

Impact on Students and Staff: Students have expressed concerns stating they are "afraid" of Mrs. Miller because she is "mean." Staff members have expressed concern that Mrs. Miller seems to be "losing control".

Consequences: Since this is the third such incident this school year, the incident will be documented in writing and a copy will be placed in Mrs. Miller's file.

Action ***(This discussion is intended to be):***

Coaching session _____ **Formal disciplinary action** XX

POST-MEETING CHECKLIST

Teacher: _____ Administrator: _____

Discussion Date: _____

Summary of Discussion:

_____
_____
_____
_____

Employee Action *(action to be taken by employee to correct the situation):*

_____
_____
_____
_____

Administrative Action *(action or support to be provided by administration to assist in correction of problem):*

_____
_____
_____
_____

Employee's Comments *(summary of employee's comments about situation):*

_____
_____
_____
_____

Consequences:

_____
_____
_____
_____

Follow-up Date: _____

_____ _____
Administrator's Signature Date

_____ _____
Teacher's Signature Date

POST-MEETING CHECKLIST

Employee Name: Mrs. Miller **Administrator**: Gloria Rossi

Discussion Date: 3-12-98

Summary of Discussion: Mrs. Miller, Mr. Smith (Union Rep), and I met on March 12, 1998 at 3:45 p.m. and discussed Mrs. Miller's behaviors at 9:20 a.m. on March 12, 1998. She admitted she had yelled and that the students were out of control, but said it was because they are a "rowdy group."

Employee Action: *(Action to be taken by employee to correct the situation)*: Mrs. Miller will post classroom rules and review them with the students. She will have board work ready for students when they arrive. She will develop a system for effective control.

Administrative Action*: (Action or support to be provided by administration to assist in correction of problem)*: Mrs. Rossi will provide the "Assertive Discipline" tapes for Mrs. Miller to view. Mrs. Rossi will monitor Mrs. Miller's progress and provide support as requested.

Employee's Comments *(Summary of employee's comments about situation)*: Mrs. Miller said she will provide classroom rules and morning work. She understands the written reprimand will be placed in her file.

Consequences: Mrs. Miller will be observed for compliance of actions. Further incidents of this nature may result in the development of an IGP.

Follow-up Date: April 12, 1998

I.G.P. (Individual Growth Plan)

- Purpose
- Plan
- Process
- Formalization in writing
- Advise employee of consideration of discharge

INDIVIDUAL GROWTH PLAN (IGP) -- TENURE TEACHER

The IGP should be:

- Remedial
- Positive, goal oriented
- Direct in that improvements are clear and specific
- Mutually developed by the teacher and principal
- Definitive regarding expected administrative support
- Specific and definitive regarding plans/actions the teacher will use
- Limited and specific in scope
- Dated and signed by both the teacher and the principal

The development of the plan should include:

- Face to face discussion regarding areas of remediation
- The districts' expectations for improvement
- A focus upon student behaviors and achievements
- The relationship of the IGP and the formal evaluation process
- Examples of changes expected in procedures, lesson design, class management, student relationships, feedback, etc.
- Specifics regarding assistance the teacher can expect to receive from the administration

The IGP process should include:

- NO SURPRISES!!!
- A review with the teacher of the IGP process
- Specific timelines and dates by which to accomplish the improvements specified
- A meeting time and place which allow an opportunity for the teacher, association representative, and principal to talk without interruptions and in privacy
- Advance written notice of future discussions to assess progress

The official IGP should be formalized in writing and include the following:

- Clear expectations and objectives that are evidenced to be understood by the teacher
- Techniques and supports to assist the teacher in producing the needed improvement(s)
- A clear statement defining the identified changes which must take place
- A time frame for completion of IGP goals
- A statement which specifies the consequences of an unsuccessful attempt to satisfy the IGP goals
- An opportunity for the teacher to add a narrative, or, if mutual agreement cannot be reached, to so indicate
- Signatures of both the teacher and the principal/administrator

Developed by: Gloria M. Rossi, Principal
3771 Rolling Hills
Orion, MI 48359

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INDIVIDUAL GROWTH PLAN (IGP)
(complete one form per area of improvement)

Teacher: _____ Teaching Assignment _____

Administrator: _____ School: _____

1. **STATEMENT OF AREA NEEDING IMPROVEMENT:**

_____
_____
_____
_____

2. **PLAN TO BE FOLLOWED:**

_____
_____
_____
_____

3. **ASSISTANCE TO BE OFFERED:**

_____
_____
_____
_____

4. **MONITORING SYSTEM**:

_____
_____
_____
_____

5. **FINAL EVALUATION:**

_____
_____
_____
_____

I have been consulted regarding the development of this plan. I acknowledge receipt of this plan.

Teacher's Signature: _____ Date: _____

Principal's Signature:_____ Date: _____

cc: Personnel File

Included in the I.G.P. must be...

- Statement of problem or deficiency
- Goals to be accomplished (observable/measurable)
- Assistance to be offered by administrator/district
- Monitoring system (frequency/ 2nd observer)
- Dates for evaluation of progress

Individual Growth Plan for: _____

Teacher Status: _____ Probationary _____ Tenure

Mutually Developed By:

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

GOAL 1: **To maintain a safe and orderly classroom environment.**

Purpose of Goal: Improve classroom management by avoiding verbal conflict and arguments between the teacher and the students.

Teacher Plan: As the teacher you are directed to do and agree to do the following:

- Develop 4 concise classroom rules and consequences - place them in writing, read them to students. Have students sign a copy of the rules indicating that they understand the expectations.
- Develop a progressive plan to discipline. Share the plan with your students and implement it.
- Provide "bell to bell" planning.
- Respond to students in a positive, non-argumentative manner.

Administrative Support: The administrator wil' provide the following assistance:

- Assignment of a "mentor" if requested.
- Arrange for a conference / in-service training on "Assertive Discipline".
- Make classroom visits to lend support to your actions and provide guidance.
- Provide other assistance as requested by the teacher.

Monitoring System: The administrator will provide a minimum of one observation per month.

Individual Growth Plan for (continued): _____

Goal 2: **To assure that students are treated fairly and with respect in your classroom.**

Purpose of Goal: Improve relationships with students.

Teacher Plan: As the teacher you are directed to do the following:

- Address students by their name.
- Provide a private setting when conferencing with a student regarding his/her behavior.
- Refrain from discussions regarding an individual student's problems with others.
- Provide fair and consistent disciplinary actions.
- Avoid negative or degrading statements.
- Use praise with the class.
- Develop and implement a positive reinforcement system.

Administrative Support: From the administrator you may expect the following assistance:

- Provide student rosters in a timely manner.
- Arrange for in-service training on "Building Student Self Esteem".
- Intervene administratively as requested with individual students/parents.
- Provide consultation and guidance as requested.
- Provide other assistance as requested by the teacher.

Monitoring System: The administrator will provide a minimum of one observation per month.

Final Evaluation: A final evaluation will be presented to you by May 1, 1998. At that time, progress regarding goals and performance expectations will be reviewed. Failure to successfully complete the above stated goals will result in consideration of discharge.

Received by: _____ _____

Teacher's Signature Date

_____ _____

Administrator's Signature Date

Remediation

- Goal setting
- Instructional input
- Modeling, practice
- Feedback, reinforcement
- Supplementary readings
- Observation of "Master Teachers"
- Therapy, counseling and environmental change

REMEDIATION

There are a wide variety of types of remediation that may be employed to assist teachers who are having difficulties, such as:

- Goal setting
- Instructional input
- Modeling
- Feedback and Reinforcement
- Supplementary readings
- Observation of "Master Teachers"
- Therapy and/or Counseling
- Environmental change

STANDARD

The Tenure Commission recognizes five factors when determining the question of incompetence.

The Teacher's . . .

- knowledge of the subject
- ability to impart this knowledge
- ability to maintain student discipline
- rapport with parents, students and other faculty
- physical and mental ability to withstand the strains of teaching

* **Tenure commission held any one of these factors is sufficient to establish incompetence.**

Standards for determining incompetence (must be able to prove one of the following five to discharge):

- **Knowledge of the subject matter**
- **Ability to impart it**
- **The ability of the teacher to maintain student discipline**
- **Rapport with parents, students and other faculty**
- **Physical and mental ability to withstand the strains of teaching**

Criteria for dismissal-

Did you?...

- Clearly identify and discuss problem areas or concerns with the teacher
- Offer concrete specific suggestions regarding how to improve the problem areas
- Provide the teacher with sufficient opportunity to implement the recommended improvements

CRITERIA FOR DISMISSAL

The Michigan Teachers Tenure Commission requires that school districts engage in remedial efforts designed to correct inappropriate / unacceptable behavior before actually discharging a tenured teacher. Tenure Commission cases indicate that to provide proper remediation a school district should:

1. Clearly identify and discuss problem areas or concerns with the teacher.
2. Offer concrete specific suggestions regarding how to improve the area of concern.
3. Provide the teacher with sufficient opportunity to implement the recommended improvements.

* The IGP (Individual Growth Plan) satisfies the above requirements.

Suggested Documentation System

- Document! Document! Document!
- Tools that will assist when considering discharge

  Memorandums

  IDP/IGP

  Documentation of Conferences/Workshops

  Documentation of Phone Calls and or complaints

  Documentation of Observations

  - scripting
  - by administration
  - staff members,
  - parents and students

  Evaluation

CONFERENCE SUMMARY MEMO

Prior to goal setting and implementation of IGP

To:
From:
Date:
Re: Conference of _____, 1998

The purpose of this memorandum is to summarize the remarks made during our conference of _____, 1998. The conference was held to discuss administrative concerns regarding the quality of your performance as a teacher for the _____School District. Present at the conference were _____ _____.

During the conference, it was noted that the administration has serious concerns regarding your performance as a teacher in the _____School District. These concerns are reflected in documents contained in your personnel file and include evaluations of your performance and parental complaints. The following specific concerns were identified:

1.

2.

3.

The above concerns are serious as was stated at the conference. A significant number of complaints from parents and students have been received, including requests that students either be transferred from your class or not be assigned to it. The number of complaints and requests of this nature concerning you far exceed what any other teacher in the school district has experienced. At the conference you were advised that these complaints are evidence of how your teaching performance is adversely affecting the school community and the district.

During the conference, suggested steps for improvement of previously identified areas of concern were reviewed. The administration specifically mentioned the following suggested steps for improvement: (state in measurable, observable terms).

1.

2.

3.

CONFERENCE SUMMARY MEMO (continued)

Prior to goal setting and implementation of IGP

During our conference you were advised that you should expect to be observed and evaluated frequently. Due to the nature and frequency of the problems which you have been experiencing, it is necessary to monitor your performance closely. It is hoped that such monitoring of your performance will result in the elimination of the deficiencies which are stated above. The State Tenure Commission has indicated that it believes providing a teacher with additional evaluators is a form of assistance. Therefore, a second evaluator may be designated.

At the conference it was emphasized that the problems and deficiencies mentioned in the April, 1997 evaluation of your performance must be eliminated. It was emphasized that the administration desires to assist you. However, it was also stressed that the school district can no longer tolerate the problems encountered in the 1996-1997 school year and previous school years. You were advised that if the aforementioned concerns and deficiencies in your personnel file were not corrected during the 1997-1998 school year, the administration would recommend prior to the end of that school year, that the Board of Education discharge you. It is hoped that such action will not be necessary. However, it was stressed that the nature and severity of the problems are such that the administration will have no recourse but to recommend your termination unless there is immediate and drastic improvement.

In the event you do not believe this memorandum accurately reflects what was discussed at the aforementioned conference, please submit a written response on or before _____, 1998 specifically describing any inaccuracies.

I ACKNOWLEDGE RECEIPT OF A COPY OF THIS MEMORANDUM.

Signature _____ Date _____

cc: Personnel file

Financial Aspect of dismissal

- Cost of dismissal
  - financial to district
  - emotional to administrator and his/her family
  - emotional to staff and morale
- Early retirement incentive
- Attorney fees and miscellaneous

Questions and Answers...

SUGGESTED RESOURCES

The First Day of School. Wong, Harry K.
Harry K. Wong Publications
1030 West Maude Avenue - Suite 507
Sunnydale, California 94086
phone: (408) 732-1388 fax: (408) 732-2206

Reducing and Preventing Discipline Problems 1993 (video)
Harry K. Wong Publications (see above)

Teacher Evaluation: Six Prescriptions for Success
Association of Supervision, Curriculum & Development - ASCD
1250 North Pitt Street
Alexandria, Virginia 22314-1453

The Disruptive Teacher. Rivers, L. Wendell
National Education Association - Professional Studies Series
Washington D.C.

Maintaining Productive Student Behavior. Swick, Kevin

Preventing Classroom Discipline Problems. Seeman, Howard
Technomic Publishing Company, Inc.
851 New Holland Avenue, Box 3535
Lancaster, Pennsylvania 17604

For more information, please contact either :

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